

volume in this Cambridge series, the contributors might address some **real problems** in the applications of the criminal justice system. Would that such researchers climb out of their academic retreats to study what society could do to prevent youth gangs and their increased violence, or to discover incentives for alternative juvenile group participation. Since seven of the authors to *Psychological Perspectives on Justice* come from the tax-supported University of California, one might envision some of their scholarship devoted to applied research on justice and decision-making in their own state, particularly when 30 percent of its crime is being committed by juveniles!

Chris Argyris, Donald A. Schon, *Theory in Practice—Increasing Professional Effectiveness.* Jossey-Bass Inc., San Francisco, California, 1992/1974, 224 pages. ISBN-55542-446-5 (paperback).

This is a new printing and updating for the JOSSEY-BASS CLASSICS, works of enduring value that have shaped thought and practice in their field. Authored twenty years ago by two eminent, applied behavioral scientists, this book is a timeless resource for those concerned about **increasing professional effectiveness.** *Theory in Practice* is particularly meaningful for **reform-minded** deans of professional schools, and directors of training in such fields as law, medicine, engineering, architecture, public administration, and business.

In a special introduction to this "Classic Paperback," Argyris and Schon maintain that their theory not only is about action, but how to create it as a liberating alternative to the status quo. The key construct in their approach is that learning can be defined in terms of both outcomes and processes. They

view learning as (a) discovery or diagnosis; (b) invention of a solution; (c) production of that solution; and (d) monitoring its implementation so as to enhance its effectiveness. In their preface, the co-authors make their case:

Our theory of action can enhance human activity, responsibility, self-actualization, learning, and effectiveness and make it more likely that organizations will begin to decrease movement toward entropy and increase the forces toward learning and health.

The contents build upon the inquiry-oriented thinking of Kurt Lewin with its emphasis on the conduct of research usable in the world of practice where valid testing of theory is possible. Their approach is also in harmony with John Dewey's philosophy, who like Lewin, was concerned about improving democracy by testing his own theories by interventions and experiments. This is in marked contrast to scholars whose research reinforces the status quo. The authors of *Theory in Practice* are critical of current technologies of rigorous research which do not deal with real-time issues.

Today there is fashionable emphasis on the **learning organization and the learning professional or manager.** This edition benefits from two decades of research by the authors on that subject since the work first appeared. As researcher-interventionists, Argyris and Schon have tested their action theory on many and varied human systems, and more than 5,000 individuals, half of whom were women and many of whom were top executives. Their basic premise is that from a research perspective, behavior is the penultimate variable to study, particularly the *theory-in-use* through which human beings produce their actions. The ten chapters of this

book are organized in three parts around these principal topics— **theory**, **action**, and **practice**. There are ample end notes, references, and a current bibliography.

In their discussion of theories of action, Argyris and Schon provide a conceptual framework to later develop two models for analysis of professional practitioners' behaviors, evaluating each paradigm in terms of both effectiveness and influence. They view a theory as a set of interconnected propositions that have the same reference subject. Theories for them are vehicles for explanations, predictions, or control, and when applied to human behavior, they are constructed to understand, forecast, or regulate people's actions which are correctible and open to deliberation. The authors differentiate between espoused theory—the ostensible reason a person gives to explain his or her action—and the **theory-in-use**—which is the one that actually governs behavior, which may differ from the former and in that situation produces incongruence. Thus, they have developed a system for observing the latter theory in action. These astute consultants envision the formation or modification of this theory-in-use is in itself a learning process. That can be of two types for an individual: "single-loop" learning wherein one learns to maintain a field of constancy by designing actions to satisfy existing, governing variables; "double-loop" learning in which one learns to change the field of constancy itself, altering one's whole system of theories-in-use.

In the second part on **action** in this stimulating volume, the authors diagnose specific theories-in-action as to effectiveness and learning in human interactions. Throughout there are practical mini-cases of their diagnostic method for real situations (e.g., a church meeting trying to take group action, a city planning research group, a marketing manager and corporate

colleagues reporting to the chief executive). Argyris and Schon then describe their conceptual paradigms, providing excellent tables with detailed descriptions of each.

Model I is a set of governing variables and behavioral actions and their consequences at various levels of behavior (individual, interpersonal, group, and intergroup). This model, so prevalent in society today, is based on assumptions, such as: win/lose world, other people behave similarly, rational behavior is most effective, and public testing of these assumptions is intolerably risky. The authors advocate a transition toward

Model II which is free of the dysfunctionalities of the previous model and contains governing variables that are broadly espoused but infrequently realized in contemporary society. Promoting "double-loop" learning, it maximizes the use of valid information, free and informed choice, and internal commitments to decisions made. Their research provides action strategies for fostering the second model, and they urge more empirical studies on their methodology. This is a real challenge to advocates of Living Systems Theory.

For readers of this intriguing book, the most interesting part may be last three chapters on **practice**. Here the authors deal with issues of educating professionals, their competence in practice, and how to redesign professional education. They literally lay out a course for renewal and change in the way future professionals are prepared to engage in the practice of their disciplines. They believe in merging the views that professional schools develop basic theory that leads to the best technique with practice which is responsible for applying theory and technique effectively. To enable professionals to be more relevant in a post-industrial world, the authors would connect theory with practice, and professors with practitioners.

Both writers have impressive credentials and career experience to substantiate their message. Currently, Dr. Argyris is serving at Harvard University in the position of James Bryant Conant Professor of Education and Organizational Behavior, while Dr. Schon is at MIT as Ford Professor of Urban Studies and Education. If readers are turned on to their ideas here, they may wish to pursue two other books by the same publisher: *Educating the Reflective Practitioner* (Schon, 1987), and *Reasoning, Learning, and Action: Individual and Organizational* (Argyris, 1982).

L. K. Edwards, Ed, *Applied Analysis of Variance in Behavioral Science*. Marcel Decker, Inc. (270 Madison Ave.), New York, NY, 1993, 628 pages. ISBN 0-8247-8896-6.

THIS IS THE 140th textbook or monograph in the Decker Series on Statistics. It is a compilation of 19 expert contributors concerned about the subject of analysis of variance (ANOVA) techniques. The 16 chapters present the ANOVA topic as a research design, a collection of statistical models, and an arithmetic summary of data, primarily of the univariate variety.

Editor Lynne Edwards, of the University of Minnesota, provides the opening overview and general references, as well as a chapter on time-dependent observations and the final one on computer programs (with Patricia Bland of the same university).

This work is intended as a supplement to existing texts on applied ANOVA for it covers selective but diverse subareas with theoretical background, logic of respective analysis, practical guidance and concepts, as well as up-to-date research results and implications. The context is principally for the social and behavioral sciences, providing extensive detail and numerical examples. Essentially, this is a research reference guide, a collection of various applications on the subject. It represents one stream of thought on analysis of variance among several approaches to such statistical analysis. There are those scholars who hold regression and correlation to be more viable techniques. This volume is highly technical and highly priced (\$165), though it is hardbound and well illustrated. It would appear to be most useful to statisticians within the behavioral sciences.

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